

## **Job Related Hypertensions among Secondary School Teachers and its Impact on their Performance: A Case Study of Dera Ghazi Khan**

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### **Abstract**

*The main objective of the study was to find out the Job related causes of hypertension among secondary school teachers and its impacts on their performance. The study was descriptive in nature with quantitative design. Cluster random sampling technique was used to draw sufficient sample size of secondary school teachers. The target population of the study was 514 secondary school teachers. The sample size for teachers was 220, while all the Head teachers were selected as a sample from all 68 cluster schools in Kot Chhutta and DG Khan. As a research tool, two types of questionnaires were developed. Questionnaire one was developed to find out the causes of hypertension and the second questionnaire was about to find out the teachers' performance. The results of the study showed that lack of facilities in schools, additional assignments, travelling from long distances, the fear and threat of PEEDA act, harsh attitude of the superiors, students' indifferent attitude towards learning, low salaries and status in society and uncooperative attitude of the colleagues were the main causes of hypertension among the school teachers. The performance of hypertensive female teachers was found lower than the male teachers. The Government and school authorities were recommended to try their best to overcome these hypertensive elements in order to improve the performance of their teachers.*

**Keywords:** Hypertension, Secondary School Teachers, Performance

### **Introduction**

Education is learning and training designed to change behavior of children through incorporation of new information by formal education in institutions. Education acts as a powerful social instrument for nations. It can

shape the future and destiny of nations.<sup>1</sup> The important goal of education is to preserve the culture and to change the physical foundations of civilizations peacefully and rationally.<sup>2</sup> The government of Pakistan in 1970 described that teachers are the basic component of education system. Teachers have great influence on education system so teachers are the builders of a nation. It is difficult to ignore teacher from the process of learning and teaching. The value of teacher has recognized all over the world. Sarital and Tomer described that teacher is a most commanding and honorable personality in a society. Teacher acts as lifeline of education system that strengthens education system.<sup>3</sup>

Blood pressure more than 140/90 mmHg is classified as high blood pressure or hypertension. The blood pressure develops in arteries at the time of ventricular contraction is called systolic blood pressure while the blood pressure develops at the time of ventricular relaxation is called diastolic blood pressure. For instance in the case of 140/90 mmHg, the 140 mmHg is systolic blood pressure and 90 mmHg is diastolic blood pressure.<sup>4</sup> Hypertension is considered the main public health problem due to its high frequency and associated risks for heart and kidney diseases such as heart attack and renal failures. It is the largest risk factor for disability and death. Blood pressure is responsible for 7% of disability and 9.4 million deaths around the world.<sup>5</sup>

There are several risk factors for hypertension. Work stress is a main factor responsible for creating hypertension. Examples of stressful occupational activities are firefighting or school teaching. The stress is the main cause of hypertension and school teaching considered as a highly stressful profession. The stress level is being high amongst teachers as compared to other professionals. Along this, there are several other conditions and factors that are responsible for the development of hypertension. In other factors overburden, genetics, family history, smoking, overweight, high salt intake, high alcohol consumption, old age, kidney diseases, thyroid and

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<sup>1</sup> Panda, U. N. *School Management*, Ashish Publishing House. New Delhi, India, 1988. P. 26.

<sup>2</sup> Iqbal, M. *Misali Ustad Sadar Mualeen Aur Mualmeen Ki Nazar Main* (Unpublished Master Thesis). Institute of Education and Research, Lahore. Pakistan, 1986, P.69.

<sup>3</sup> Sarital, & Tomer, M. *Teacher Education*. Dehli: : Dehli: Isha Books, 2004.

<sup>4</sup> MacGill, M. *Hypertension: Causes and Symptom*. Medical News Today, 2016.

<sup>5</sup> Anteneh, Z., Yalew, W., & .DB., A. (Anteneh ZA, Yalew WA, Abitew DB. Prevalence and correlation of hypertension among adult population in Bahir Dar city, northwest Ethiopia: a community based cross-sectional study. *Int J Gen Med.*, 8:17, 2015, pp. 5–185.

adrenal disorders are included. According to Hanan, Ali, Jasim and Al Asadi, the factors that contribute to the occurrence of hypertension are stress, aging, sedentary life style, high alcohol consumption, obesity, insulin resistance diabetes, high salt intake and low potassium and calcium consumption.<sup>6</sup>

The word “stress” is taken from discipline of physics. The exact meaning of stress is pressure. Stress is a physiological and psychological response of events that upset personal balance of an individual. There are many possible causes of stress. It may be due to outside factors such as the environment in which a person lives. For instance work place and house. It may be due to one’s own careless behavior, negative feelings and unrealistic expectations. The causes of stress are different for different peoples. It depends on a person vision about life, problem solving capabilities, and social support. The other causes of stress are like bad health, death, prey of crime, physical change, family change, sexual problems, moving to a new locality, environment, financial crisis, and overburden.<sup>7</sup>

Surinder Kaur described that occupational stress is highly common in teachers largely due to increased occupational difficulties and increased economic weight on teachers. The failure of school to accomplish the job demands and social needs of teachers is a major cause of teachers stress. The teachers are overloaded with regular teaching load.<sup>8</sup> For a healthy growth of teachers' personality, occupational satisfaction is an essential condition. A teacher at present has a defenseless position. There are many factors that create stress among teachers. School teachers bear high level of stress during controlling and teaching students, standup at right position long time for delivering lecture, congested classrooms, verbal communication and high level of workload. Teachers over burdened with non-teaching work also such as duties in census, population counting and election duties etc.

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<sup>6</sup> Hanan A. Ali1, Jasim N. Al-Asadi2. *Prevalence and lifestyle determinants of hypertension among secondary school female teachers in basrah*, 2008.

<sup>7</sup> Manjula, C. Personality factors causing stress among school teachers, *Language in India*, Vol 12, 2012, pp1-75.

<sup>8</sup> Surinder, K. Comparative Study of Occupational Stress among Teachers of Private and Govt. Schools in Relation to their Age, Gender and Teaching Experience. Research Scholar, Singhania University, Rajasthan, India. *International Journal of Educational Planning & Administration*. ISSN 2249-3093 Volume 1, Number 2, 2011, pp. 151-160.

Teachers' job performance could be described as the duties accomplished by teachers at a specific period of time in the school for achieving school objectives. Adeyemi defined teachers' job performance as the capability of teachers to gather appropriate efforts for the improvement of learning and teaching process. Teachers are the valuable assets of education system.<sup>9</sup> Ferris (1998) evaluated performance of teachers on seven performance dimensions. These were preparation and planning, relation with students, relation with other Staff, relation with parents and community members, effectiveness in presenting subject matters, dignity, and improvements.<sup>10</sup> Siddiqui (2004) reported that competent teachers are those who apply comprehensive, deep and combined sets of knowledge and services as they plan for implementation. Technology proficiency is one of the dimensions of teachers' competence.<sup>11</sup>

Riaz (2000), described the factors that affect teachers job performance are aptitude, attitude, subject expertise, teaching styles, personality outlook, class room management, preparation and planning's, efficiency in presenting subject matters, relations with staff, relation with students, relations with parents and other community members, self-improvements, intelligence, self-confidence, teaching methodologies, teaching skills and a teacher motivation and attitude towards learning and teaching.<sup>12</sup>

There are many factors that affect teachers' job performance. Overburden and demands to complete the tasks on time, troubling students and low salaries have bad impact on teachers' job performance. Lack of support from staff is another factor that influences teacher's job performance. Teachers also

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<sup>9</sup> Adeyemi, T. O. Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *International Journal of Educational Administration and policy studies*, Vol.2(6), 2010, pp. 83-91

<sup>10</sup> Ferris, G.R., Bergin, T.G., & Wayne, S. J. Personal Characteristics, Job performance and absenteeism of Public School Teachers. *Journal of Applied Social Psychology* , 187, 1998, pp.552-563.

<sup>11</sup> Siddiqui, M. *Technology in Teacher Education A.P.II* . New Delhi., India,,: Publishing Corporation, 2004, p.147.

<sup>12</sup> Riaz, M. Student Evaluation of University Teaching Quality: Analysis of a Teacher's Rating Scale for a Sample of University Students. Pakistan Journal Teachers Rating Scale for a Sample of University Students. *Pakistan Journal Of Psychological Research.* , 15 3-4, 2000. pp. 107-117.

face the misconduct of students in the classroom that is responsible for teacher's bad performance.<sup>13</sup>

There are various external and internal factors that influence the performance of teachers. Reasonable salary is one of a motivation for teachers that can encourage them to work harder and in a more dedicated way. Good pay supports the teachers to focus on their work without disturbing them about how to meet their and their family basic needs. Teachers' salary packages are too little that they do not meet their basic needs for food, clothing, housing, education and transportation. Therefore, most of the teachers are dissatisfied. They do part-time jobs to fulfill their basic needs. The other external factors that effect on teachers job performance are gender inequity, gender gaps, posting away from their hometown, transport problem and undue political interference.<sup>14</sup>

Jabeen explained that both external and internal factors influence the performance of teachers. Teaching is one of a profession that did not gained high status in the society. Teachers have low economic and social status.<sup>15</sup> The social status of civil servants, engineers, advocates, doctors, even that of illiterate and semiliterate peoples is higher than teachers. Principals, educational supervisors, senior teachers and district level monitoring staff harass mostly female teachers both in urban and rural areas. The harsh attitude of officers also affects the performance of teachers. The other factor is workload, that effect teacher's performance. The working conditions are also unpleasant for teachers.

Mohanty (2000) described that the causes of unsatisfactory and poor performance of teachers are low salaries, low morale and low status.<sup>16</sup> Frankenhauser's Study (1991) described that stress leads to physical illness as well as lack of control over work is also the result of stress. It was observed that

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<sup>13</sup> Smith, J., & Glen, S. *Education today the foundations of a profession*. St.Martin's press, Inc, 1994.

<sup>14</sup> Nadeem, M., & Rana, M. S. Teacher's Competencies and Factors Affecting the Performance of Female Teachers in Bahawalpur (Southern Punjab), Pakistan. *International Journal of Business and Social Science* , Vol. 2 No. 19, 2011.

<sup>15</sup> Jabeen, N. Facilitators and Barriers to Career Advancement of Women Civil Servants. *Social Sciences and Humanities Journal*, 8: No, 1, spring, 2001.

<sup>16</sup> Mohanty, J. *Current Trends in Higher Education*. New Dehli: Deep and Deep Publications, 2000.

workers those had little control over work had high level of stress, headaches, high blood pressure and stomach disorders. Because their work was dull and tiresome they had low control over work and had greater level of stress. Jorge Luiz Lima da Silva, et al; (2010) described the risk factors that entered into the lifestyle of teachers and that can encourage the emergence of hypertension. According to them the level of stress is the main reason of hypertension.

Chandrasekhar (2011) evaluated that environment of work place has an impact on teacher's self-esteem, efficiency and job performance both negatively and positively.<sup>17</sup> If the environment of work place is not favorable for the teachers, they get de-motivated and their performance also influenced. Unsuitable duties, lack of appreciation, poorly designed work timings, and lack of authority for decision making creates stress among teachers and also effects on their performance. In all educational systems, the teacher's job performance is one of the contributing factors in determining the learning outcomes and for the effectiveness of Schools.

Nadeem, et al described the competencies of teachers and factors creating stress among female teachers in Bahawalpur (southern Punjab) Pakistan. According to this study teachers' salary packages are too little that they do not meet their basic needs and socio economic status of teacher's effect on performance of teachers. Poor socio economic condition of the area where school is situated also decreases the motivation level of teachers for work. Unnecessary political interference also affects the performance of teachers.<sup>18</sup>

Wilkinson conducted a study on causes, impacts and defending ways related to stress, among comprehensive high school teachers. He found that lack of students' motivation was most important stress creating factor among teachers and creates frustration among them.<sup>19</sup> High school teachers face lot of problems with teen age students also. King and Peart 1992, conducted a study

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<sup>17</sup> Chandrasekhar, K. L.. A study on Chinese Management Style: A Paradigm that can be emulated by growing economies",. *International Journal of Management and Business Studies*, Vol.1, Issue 3, 2011.

<sup>18</sup> Nadeem, M., & Rana, M. S. Teacher's Competencies and Factors Affecting the Performance of Female Teachers in Bahawalpur (Southern Punjab) Pakistan. *International Journal of Business and Social Science* , Vol. 2 No. 19, 2011.

<sup>19</sup> Wilkinson, O. R. Teacher stress and coping strategies: a study of Eastlak:Comprehensive. *School Organization*, Vol 8, 1988, pp. 185-195.

on teaching profession in Canada and found that teachers who relate themselves with the students satisfied more in their profession while the teachers attracted by any other reasons are satisfied less in teaching.

Kasyoky worked on teacher stress in South Dakota in regular and special education class rooms. He found that there are differences between special school and ordinary education but violent behavior of students is significant in both education systems.<sup>20</sup> Abel and Sewell inspected the bases of stress in rural and urban secondary school teachers in United States.<sup>21</sup> He concluded that students' behavior is more significant stress factor than over working conditions. Saptoe (2000) worked on teachers suffered from stress in southern cape. He reported that lack of dedication of students soon wears a teacher behind and condition can become so intolerable that teacher can reach a state of being exhausted or go on medical leave.<sup>22</sup>

Kasyoki (1997) conducted a study to determine the teachers' perceptions on causes of stress in South Dakota in regular and special education class rooms, with 200 samples each from both segments. He found that regular class teachers have more workload and teachers' respect are the significant causes of stress. Whereas special class room teachers had excessive paper work, which was the reason for their stress.<sup>23</sup> A study conducted by Manjula (2007) to identify the personality factors that creates stress among School teachers, described that majority of teacher were disturbed due to inflexible working hours and they lost their control in class rooms.<sup>24</sup>

Kyriacou and Chien, (2004) concluded the same in case of Taiwan primary school teachers and suggested to reduce workload for the elimination of stress among the school teachers in tolerable that teacher can reach a state

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<sup>20</sup> Kasyoki, BN (1997), Regular Classroom and Special Education Teachers' Perceptions Regarding Causes of Stress, *International Section A: Humanities and Social Sciences*, vol. 58, no. 1-A, pp. 06-43.

<sup>21</sup> Abel, M. H., & Swell, J. Stress and Burnout in Rural and Urban Secondary School Teachers. *The Journal of Educational Research* , 92(5), 1999, pp. 287-293.

<sup>22</sup> Saptoe, C. W. Factors which cause stress to teachers in the South Cape. Unpublished Masters Dissertation. Port Elizabeth: University of Port Elizabeth, 2000.

<sup>23</sup> Kasyoki, op. cit

<sup>24</sup> Manjula, C. A Study on Personality Factors Causing Stress among School Teachers', *Language in India*, vol. 12, no. 2, 2007, pp. 24-69.

of being exhausted or go on medical leave.<sup>25</sup> Perie and Baker (1997) reported the institutional climate factors which are associated with teachers' satisfaction, like support from administration and superiors, behavior of students in the school environment, communication with parents and ability to manage the class rooms.<sup>26</sup> They concluded that positive operational conditions scored more on teachers' satisfaction and there is a negative correlation existed between job satisfaction and stress. Less satisfied teachers stressed more in their job.

Travers and Cooper (1996) reported that institutional pressure and culture played a vital role in teachers' dissatisfaction. Work spot setting like executive control, teaching capability and institutional ethnicity positively enhanced teacher satisfaction in Canada (Ma and MacMillan, 1999). Olelube (2005) in his study on relationship between teachers motivation, job satisfaction and their performance in Rivers State Nigeria, found that teachers are unsatisfied due to the working environment prevailing in the profession such as mismanagement, learning policies, low salaries, financial and non-financial benefits.

Lee (2006) described that the level of job satisfaction of Cambodian primary school teachers were strongly associated with their welfare conditions and their pay levels.<sup>27</sup> Skaalvik and Skaalvik (2000) described that teachers job satisfaction was positively linked to emotional fatigue and low personal achievement. Emotional fatigue was correlated to teachers' relation with parents, time pressure and reduced personal accomplishment.<sup>28</sup>

### **Statement of Problem**

In this study, only job related causes of stress and hypertension were taken in to account other than the physical causes like Diabetes and other diseases. It was done to minimize those elements of tension which may be

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<sup>25</sup> Kyriacou, S & Chien, PY 'Teacher Stress in Taiwanese Primary Schools', *Journal of Educational Enquiry*, vol. 5, no. 2, 2004, pp. 86-104.

<sup>26</sup> Perie, M., Baker, D. P., & Whitener, S. *Job satisfaction among America's teachers: effects of workplace conditions, background characteristics, and teacher compensation*. U.S. Department of education, 1997.

<sup>27</sup> Lee, M (2006), 'What Makes a Difference between Two Schools? Teacher Job Satisfaction and Educational Outcomes', *International Education Journal*, vol. 7, no. 5, pp. 642-650.

<sup>28</sup> Skaalvik, E. M., & Skaalvik, S. Dimensions of Teacher Self-Efficacy and Relations With Strain Factors, Perceived Collective Teacher Efficacy, and Teacher Burnout. *Journal of Educational Psychology*, 99(3), 2007, pp. 611-625.



taken in to control easily by giving a little attention on behalf of the responsible authorities. An abrupt elevation of systolic blood pressure was reported among teachers of age more than 45 years in Sofia Bulgaria. A significant difference of systolic blood pressure was also found between the first & second half of the fourth decade of age among teachers. The prevalence of arterial hypertension among teachers over age of 40 years and above was 31%. The elevation of the diastolic blood pressure with age was also found among teachers than any other professionals like engineers and researcher.<sup>29</sup> It clearly declared that the teacher at high risk for arterial hypertension. According to Deyanov, Hadjiolova and Mincheva (1994) that Job performance of teachers and hypertension in teachers are positively correlated. In Pakistan the performance of school teacher is going low day by day and cases of physical punishment were reported due to abrupt elevation of hypertension. Therefore, the researcher decided to find out the causes of hypertension among secondary school teachers and its impact on their performance.<sup>30</sup>

### **Objectives of the Study**

The study was designed to carry out the following objectives:

1. To determine the job related causes of hypertension among secondary school teachers.
2. To find out the significant relation between hypertension and teachers performance.
3. To give suggestions for improvements.

### **Hypotheses**

The study was guided by the following hypotheses.

1. No significant difference exists in the opinion of male and female teachers regarding the causes of job related hypertension.
2. There is no significant difference in the opinion of male and female Head teachers regarding the performance of hypertensive teachers.

### **Methodology**

The research study was descriptive in nature. All the head teachers and secondary school teachers (SSTs) from 68 government secondary schools

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<sup>29</sup> Deyanov C, Hadjiolova I, Mincheva L. Prevalence of arterial hypertension among school teachers in Sofia. *Rev Environ Health*. 10(1), 1994, pp. 47-50.

<sup>30</sup> Ibid

situated in district Dera Ghazi Khan served as the population of the study. The total numbers of teachers (population) in these schools were five hundred and fourteen. The sample size was 220 teachers. All the 68 head teachers were selected as a sample through census survey. Cluster random sampling technique was used to select secondary school teachers from the target population. Two hundred and twenty teachers were selected as sample for this study. Keeping in mind the different job related hypertension creating factors and after a thorough review of the related literature, two separate questionnaires were designed for teachers and Head teachers. All the teachers were identified that they were not the sugar (diabetic) patient and no any other disease was found in them, except the blood pressure. The study was delimited to secondary schools of tehsil Kot Chhuta and tehsil Dera Ghazi Khan of district Dera Ghazi Khan.

To find out the validity of questionnaires, the questionnaires were discussed with supervisor and the research experts in the field of education of the University of Education, Dera Ghazi Khan. The questionnaires were also discussed with some head teachers of secondary schools, teachers of high and higher secondary public schools and research fellows. Some changes were made in questionnaires, after consultation with validation committee. The collected data were analyzed by mean, standard deviation and Z test statistics by using SPSS Version 21 and manually. The mean score was computed and was given the following weight age:

- 01 -----1.5 lowest level of Hypertension
- 1.6-----2.5 lower level of Hypertension
- 2.6-----2.9 lowest level of Hypertension
- 3.00     Normal
- 3.1-----3.5 high level of Hypertension
- 3.6-----4.00 higher level of Hypertension
- 4.1-----5.0 highest level of Hypertension

### Results Analysis

**Table 1:       Factors causing hypertension among teachers**

Sr #	Factors	Mean
1	Low salaries	3.84
2	Late Promotions	4.32

3	Students high failure rate	4.25
4	Overburden of work	4.15
5	Additional workload	3.93
6	Travelling long distance for school	4.20
7	Illegal/Dishonest departmental punishment	4.30
8	Students' indifferent attitude towards learning	4.30
9	Unfavorable Teaching Learning environment	4.00
10	Lack of Physical and Instructional Facilities	3.98
11	Too much and continuous Visit of MEAs	3.48
12	Mismanagement from head teachers	4.07
13	Harsh attitude of head teachers	4.07
14	Favoritism of head teachers	3.61
15	Inequity from head teachers	3.97
16	Injustice of head teachers	3.98
17	unjustified Criticism by the head teachers	3.83
Mean Combine		4.01

The seventeen jobs related hypertension factors were analyzed by computing mean score on each factor. The overall mean value (Mean Combine) on this Questionnaire showing job related hypertension factors (JRHF) was 4.01. This value shows the higher level of hypertension among the secondary school teachers.

**Table 2: Performance of hypertensive teachers**

Sr #	Factor	Mean
1	Teachers' regularity	2.57
2	Teachers' punctuality	2.58
3	Regularity in planning and delivering lecture	2.74
4	Ready to take responsibility	2.27
5	Ability to take decision	2.75
6	Devotion to duty and work	2.21
7	Command on subject	2.75
8	Class results	2.61
9	Discipline in class room and in teacher	2.62
10	Respect for seniors	2.53
11	Cooperative with students and colleagues	2.23
12	Politeness	2.04
Mean Combine		2.49

The mean score of the second Questionnaire that was about the performance evaluation of the secondary school teachers on twelve performance indicators was computed and was given the following weight age:

001-----1.5 lowest Performance

- 1.6-----2.5 lower Performance
- 2.6-----2.9 low Performance
- 3.00-----normal Performance
- 3.1-----3.5 high Performance
- 3.6-----4.0 higher Performance
- 4.1-----5.0 highest Performance

The performance of the hypertensive teachers was analyzed on twelve performance indicators Scale by computing the mean score against each factor. The overall mean (Mean Combine) value on the whole Questionnaire was also computed that was 2.49. This value shows the lower level of the performance among the secondary school teachers.

**Ho1:** No significant difference exists between the opinion of male and female teachers regarding the causes of hypertension.

**Table 3: Z - Test for male and female teachers**

Groups	Statistics			
	N	X(Mean)	SD	Z
Male teachers	122	66.51	7.68	2.43
Female teachers	98	69.49	9.69	

The table 3 shows that the calculated value (CV) is 2.43 which is greater than the table value (1.96). So, the null hypothesis is rejected means there is a slight difference between the opinion of the male and female teachers regarding job related hypertension factors. The female mean score shows that the intensity level of hypertension factors is high than in male teachers.

**Ho2:** No significant difference exists between the opinion of male Head teacher and female Head teachers regarding the performance of hypertensive teachers.

**Table 4: Z-Test for Male Head Teachers and Female Head Teachers**

Groups	Statistics			
	N	X(Mean)	SD	Z
Male Head Teachers	47	27.81	5.41	0.47
Female Head Teachers	21	31.95	9.71	

The table 4 shows that the calculated value (CV) is 0.47 which is less than the table value (1.96). So, the null hypothesis is accepted means there is no difference between the opinion of the male and female head teachers regarding job performance of teachers. The female mean score shows that their performance level was slight lower than the performance level of male teachers on twelve performance indicator scale.

**(a) Findings from the Questionnaire 1**

The followings findings were drawn from questionnaire 1 about the causes of hypertension among the teachers (table 1). The Combine Mean of questionnaire 1 was 4.01 and 68.17 through statement wise analysis (SWA) and Questionnaire wise analysis (QWA) of the tool.

Most of the teachers (84%) were of the opinion that High failure ratio of students creates hypertension among teachers. Over burden of additional work except teaching generates hypertension in teachers (85%). Travelling from long distances to school also creates hypertension in teachers. This statement was proved by 87% teachers. Dishonest punishments from department also create hypertension in teachers, 89% teachers agreed with this statement. Students' indifferent attitude towards learning also creates hypertension among teachers. The statement was proved by 77% teachers, agreed with the statement. 89% teachers agreed that mismanagement by the head teachers creates hypertension in teachers. The Harsh attitude of head teachers creates hypertension in teachers, 87% teachers were agreed with this statement. Baseless Criticism from the head teachers creates hypertension among teachers. Low salaries create Hypertension among teachers, 85% teachers were agreed with the statement. Late promotions create hypertension among teachers. This statement was proved by 88% teachers.

**(b). Findings from Questionnaire 2(head teacher's opinion) about performance of hypertensive teachers**

The followings findings were drawn from questionnaire 2 that was about the performance of hypertensive teachers (table 2). The mean combine values on questionnaire 2 were 2.49 and 29.88 through SWA and QWA of the tool. These values show the lower level of performance on behalf of the hypertensive teachers. All the performance indicators were affected by the level of hypertension (Table 2) among the teachers. It also shows that as the

level of hypertension increases, the level of performance automatically decreases.

### **Conclusion and Discussion**

The following conclusions were drawn from the findings of the study: Low salaries creates hypertension among teachers this study was parallel to the study of Nadeem et al., (2011), who stated that the salaries of teachers are low and quite inadequate that creates tension in teachers.<sup>31</sup> Late promotions create hypertension among teachers), match with the study of Akhlaq, Amjad and Mehmood, (2010), according to them, one of the stress causing factors among teachers was the lack of opportunities for the career progress.<sup>32</sup>

High failure ratio of students create hypertension among teachers (equivalent to the study of Wilkinson (1988), he found that lack of students' motivation or high failure ratio of students was most important stress creating factor among teachers and creates frustration among them.<sup>33</sup> Overburden and Administrative work creates hypertension,<sup>34</sup> this finding was supported by kyriacou and Sutcliffe, according to them poor working environment leads dissatisfaction and creates stress in teachers. Travelling from long distances creates hypertension among teachers, the study was parallel to the study of Khan (2008), and according to him transportation is a major problem that creates stress among teachers.<sup>35</sup>

Dishonest punishments from department create stress among teachers, the results of this study were in line with the study of Stinnett (2011) who described that punishment is not a practical way to change the unwanted behavior of teachers because it can produce undesired results like stress, silence, damage, lack of team work, lack of motivation and inhospitality. Poor organizational environment and unfavorable school environment also create

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<sup>31</sup> Nadeem, op. cit

<sup>32</sup> Akhlaq, M., Amjad, M., & Mehmood, K. An evaluation of the effects of stress on the job performance of secondary school teachers. *Journal of Law and Psychology*, 1, 2010, pp. 43-54.

<sup>33</sup> Wilkinson, op. cit,

<sup>34</sup> Kyriacou, C., & Sutcliffe, J. *Teacher stress: Prevalence, sources, and symptoms*. British Journal of Educational Psychology, 48 (2), 1978.

<sup>35</sup> Khan, S. M. *Problems of School Teachers and Students in Pakistan*. <http://research.education.edu.Blogspot.com/2008/06/problems.of.school.teachers.students.in> 29, 2008.

hypertension among teachers.<sup>36</sup> These findings are also in line with the findings of the study by Montgomery C, Rupp A (2005) who stated that organizational factors create tension among teachers.<sup>37</sup>

According to questionnaire two (2) the prevalence of hypertension was higher in female teachers than male teachers. This study was in contrast with the study of Tatiana Nawanko et al., (2012), they described that prevalence and awareness about hypertension was same in both male and female teachers. Hypertension effects on regularity, punctuality, presence of teachers in class, devotion, and command on subject and class results.<sup>38</sup> The study was in parallel with the study of Wilkinson (1988), who described that the common outcomes of stress were like emotional explosions, carelessness in work and unsteady service history.

Hypertension also effects role of teachers as sub-ordinates, discipline, politeness, co-operation, and conduct with colleagues and students. The results of the study were parallel with the results of the study conducted by Femiam and Santoro (1983), who described that the outcomes of stress had bad effects on the performance of teachers. Significant difference was found ( $Z = 2.43$ ) between the opinion of male and female teachers regarding the causes of hypertension (table 3, Null hypothesis  $H_01$ ), Therefore hypothesis no.1 was rejected. Female teachers were more stressed (Mean= 69.49) than male teachers (Mean=66.51). This study was in contrast with study of Bhagwan's 1997, who reported that male teachers were more stressed than female teachers. It was found that a slight difference existed between the opinion of male and female head teachers regarding the performance of hypertensive teachers (table 4). The performance of female teachers was low as compare to the performance of male teachers. The calculated value of Z-test was 0.47, the difference was significant, and so hypothesis No 2 was accepted.

The above discussion shows that all the factors mentioned in questionnaire one seem the main cause of hypertension in the secondary school teachers. The hypertension in teachers and the performance of teachers

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<sup>36</sup> Stinnett.B. *The Perils of Punishment*. Gordon training international, 2011.

<sup>37</sup> Montgomery, C., & Rupp, A. Canadian Journal of Education, 28, 2005, pp. 461-488.

<sup>38</sup> Nawanko, T. SS Yoon, V Burt, Q Gu. *Hypertension among adults in the United States: National Health and Nutrition Examination Survey, (2011-2012)*.

are at an alarming and dangerous situation. If the conditions remain the same, then the profession of school teaching will suffer badly.

### **Recommendations**

The following recommendations were suggested for the higher authorities of school department.

1. The government should take necessary measures to enhance the status as well as the salaries of the teachers. No additional duties should be assigned to the teachers except the academic duties.
2. The speedy and regular chances of career development should be given to all the teachers through transparent mechanism.
3. All the necessary facilities should be provided to the schools and teachers should be recruited near their home stations. In case of recruitment in far flung areas, the hard allowance should be granted to the teachers.
4. All the head teachers of the secondary schools should be given training on moral and ethical development so that their attitude with the subordinates may be positive and friendly. The administrative visits should be for guidance of teachers rather to threaten them. The intensity of PEEDA act should be lessened.